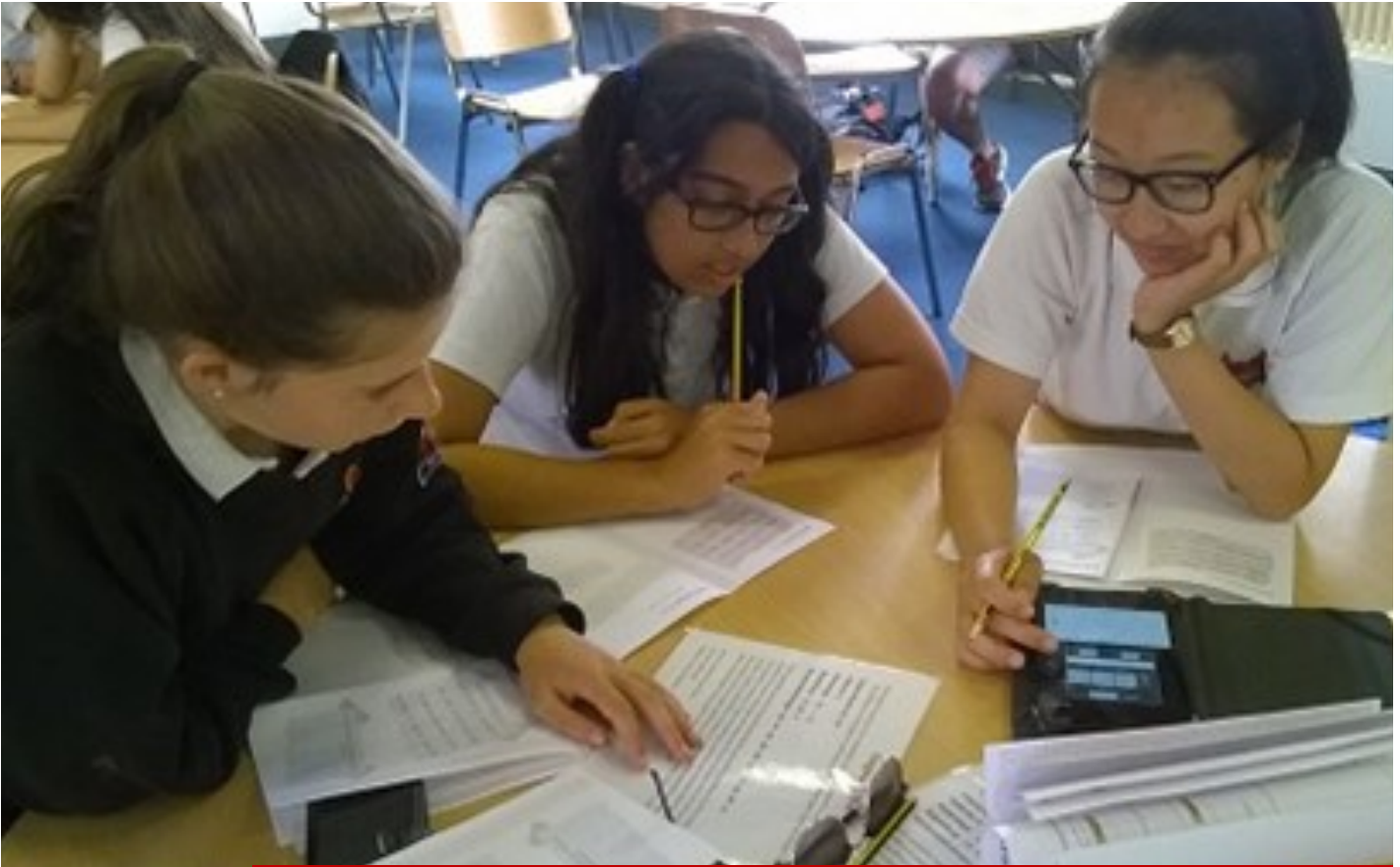




The  
Netherhall  
School



# Key Stage 4 Curriculum

2025-2027

**The Netherhall School  
and The Oakes College**

# KS4 CURRICULUM 2025 - 2027

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# KS4 OPTIONS PROCESS AT A GLANCE

1. All students will do a core of GCSEs in English Language, English Literature, Maths and Science. *(see pages 3, 8-11)*
2. Most students will do 3 other specialist subjects. *(see pages 12-28)*
3. Most students will choose a Language, we expect students attaining a grade 6 or more in a language to continue with it. *(see pages 4 and 24)*
4. Most students will do Geography, History or Computer Science. *(see pages 7, 15, 21 and 23)*
5. Some students will be given lessons to support their study and progress in other subjects. *(see pages 8)*
6. All students will be able to propose their 3 specialist subjects, *we are unable to guarantee that these choices are met. (see pages 12-28)*
7. Advice and guidance will be given to students and parents.
8. The deadline for submitting the online option request form *(see page 5)* is Monday 13th March.

## Making Choices

### Do

- Prepare carefully for your guidance discussions with form tutor.
- Take into account prior levels of achievement.
- Think about individual interests and abilities.
- Consider how choices now may affect future education and career opportunities.
- Find out about the content of each subject.
- Listen carefully to advice about which subjects or types of course you are most likely to succeed in.
- Be realistic about courses and subjects which suit you.
- Ask if you are unsure.

### Don't

- Choose a course because your friend is choosing it (you will probably find yourself in different groups anyway).
- Leave completing the request form until the last two or three days. Allow enough time to find out more information and to ask questions.
- Make plans in isolation. Consult as many people as possible, especially those in school with specialist knowledge.

# INTRODUCTION

This booklet sets out information about Key Stage 4 subjects and courses available from September 2025. For both the compulsory core subjects and the specialised courses, staff will be very happy to provide further information and guidance.

Our highest priority is to guide students onto courses where they can succeed. Students will need a strong commitment across all courses and, whatever combination of subjects is followed, will need to pay particularly close attention to progress in the core subjects, English, Mathematics and Science. Currently, students planning to study A Levels require higher grades in seven subjects. We aim to guide students as closely as possible to the courses where we think they can be most successful. This guidance will be based upon a variety of indicators including

- ÷ =Prior attainment: KS3 assessments and KS2 SATs
- ÷ =Teacher recommendations and reports
- ÷ =Attitude, behaviour and homework record

While maximising academic and examination performance is clearly enormously significant, it is also important for students to develop other skills and attributes which will be needed for a successful working life after school and/or college/university. The school is therefore committed to developing in all students the positive attitudes, social and emotional skills required for both employment and further study

# KEY DATES

11 December	Introductory Assembly
18 December	New subject Assembly
13 January	Initial submission of subject preferences
6 January - 14 February	Form time activities
6-10 January	Drop-in sessions for new subjects
30 January	Curriculum Guidance and Parents Information Evening
<b>3 March</b>	<b>Deadline for return of KS4 subject request forms</b>
March-June	Processing of requests: further discussion, feedback and interviews as needed

# KEY FEATURES OF THE NEW REFORMED GCSEs

GCSEs remain the standard academic qualification taken by 16 year olds. They are subject based in traditional disciplines and since 2015 have been substantially re-structured and reformed. The key features are as follows:

- New grading scale using numbers 9 – 1 with 9 – 5 being the higher grades.
- Assessment mainly by examination with little or no controlled assessment or coursework.
- New, updated and, in some respects, more demanding content requirements.
- Courses designed to cover two years and no longer divided into modules.
- Students to take exams in one period at the end of the two year course.
- November (Year 12) retakes only available in English and Mathematics.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	D
3	E
2	F
1	G
U	U

Annotations in the image:  
 - 'GOOD PASS (DfE)' with '5 and above = top of C and above' points to grade 5.  
 - 'AWARDING' with '4 and above = bottom of C and above' points to grade 4.

# QUALIFICATIONS FRAMEWORK

Progression paths are crucial for all students. All courses offered at KS4 fit into the Government's Qualification framework and each course can lead on to a higher qualification or training. The following chart is very much a simplified summary and detailed advice will be available during Year 11.

Level 4	Level 4 Qualifications – University			
↑				
Level 3	AS & A Levels / BTEC National Diplomas / International Baccalaureate / NVQ			Level 3 Awards
↑				
Level 2	GCSEs Grades 9 - 5	BTEC L2 First Award	L2 Cambridge National Certificates	City & Guilds Level 2 Awards
↑				
Level 1	GCSEs Grades 4 - 1	BTEC L1 First Award	L1 Cambridge National Certificates	City & Guilds Level 1 Awards
↑				
Entry level	Entry qualifications including Certificates of Achievement and Vocational Awards			

## Core Curriculum

In terms of GCSE examination courses, the Core Curriculum for all students includes

**English Language; English Literature; Mathematics; Science**

This will lead to a total of five or six GCSEs depending upon whether a student takes Double Award Science or the three separate Sciences (Biology, Chemistry and Physics).

## Year 10 Curriculum Requests for September 2025

You will receive an online form which will allow you to make your subject choices.

### 5 subject should be selected in order of preference

Most students should choose at least one of History, Geography, French, German and Computer Science.

### Additional Support

Where appropriate, students will be invited to join one of the following groups: this will be discussed during individual guidance interviews

EAL Support

(replaces one option subject)

Innovate

(replaces entire curriculum)

### Guided choices

Where there are two subjects from the same curriculum area, in most cases only one will be offered  
This particularly applies in the following areas:

Economics  
Business Studies

Art  
3D Design

Because of the nature of certain subjects, we strongly advise these criteria for students:

- Computer Science – students should have an anticipated grade of 5 in Maths
- Economics – students should have an anticipated grade of 5 in Maths
- Music – students must be able to play an instrument or be able to sing, and be prepared to compose and perform in both. Please see Mrs Snow for further guidance.
- PE-students should play a sport outside school.
- Drama-students must be prepared to perform both individually and in groups.

### Languages

We expect a majority of students to continue with a Language in KS4:

- In groups where both French and German are currently studied, we expect most students to continue with at least one of the languages.
- In groups where only French is currently studied, we expect some students to continue with the language.
- Students not currently studying a language will not be able to choose a language option at GCSE.

Whilst the majority of courses are mutually agreed, it is, however, occasionally necessary for the school to decline certain requests or combinations.

As in previous years, we expect most courses to run, but, if any particular subject does not attract enough students, we may have to cancel it and use reserve subjects.

# Securing future success: Attainment 8

Further changes have taken place with respect to how student attainment is measured within and beyond schools. From 2015 examination success has been measured across a wider range of subjects: a new measure, known as Attainment 8, has been introduced to recognise achievement more broadly than the previous emphasis upon five examination grades. It will now be even more important than ever for students to be as successful as possible over a range of subjects. All grades will be important and there will be a particularly strong emphasis upon making the **best possible individual progress at all levels**: the cumulative effect of converting any grade, to the next one up will be highly significant.

Alongside maximising achievement across a wider range of subjects, there will continue to be a very powerful emphasis upon the core subjects English and Mathematics. Students who do not achieve one of the higher grades in English or Mathematics will be expected to retake either or both courses during the following two years. While progress and attainment will be measured across eight subjects, this will not prevent students doing nine or ten examination courses.

## Attainment 8

- **English & Mathematics** (double weighted)
- **Three further English Baccalaureate (EBacc) subjects**
- **The other subjects** (further EBacc subjects, other academic or Arts subjects or Vocational qualification)

# The English Baccalaureate

Several years ago the government introduced a new measure of academic achievement. Those students suited to the most academic mix of subjects are now measured against a range of subjects in what is known as the “English Baccalaureate” or “EBacc”.

The English Baccalaureate is not a new qualification in itself but measures student achievement of higher GCSE grades (9 - 5) across a core of specified academic subjects.

English  
Geography **or** History

Mathematics  
A Language

Science: 2 GCSEs (which may  
include Computer Science)

The government believes schools should offer a broad range of academic subjects through to Year 11 and introduced the English Baccalaureate to promote this aspiration. Netherhall has always offered such a range of subjects for which results remain above the national average. The five subject areas included in the English Baccalaureate are, however, appropriate for many but by no means all students and we will continue to offer several different pathways in order to cater for different aptitudes and levels of ability. It is advised that students who are particularly academic should take at least one language.

While many students will be able to achieve higher grades in all five subject areas, many will not. We expect most Netherhall students to follow an EBacc mix of subjects. Other pathways with a different mix of GCSEs or with a greater emphasis upon applied or vocational learning will continue to be more suitable for many students.



# Alternative Options

The Netherhall school offers a number of adapted curriculum programmes that may be suited to some students. These will be by invitation and will be discussed carefully with those students who are affected. The provision includes:

## **Innovate curriculum**

The Netherhall school and Oakes College is committed to providing a truly comprehensive education provision: offering a wide range of options and pathways whilst ensuring a broad and balanced curriculum offer for all, enabling all students to progress onto the next stage of their education pathways. The innovate Curriculum is aimed at students who are wishing to pursue a more vocational pathway, with enhanced work related learning experiences, smaller scale projects and allocated time to experience vocational courses, alongside the three core subjects and 2 additional option subjects (chosen from a bespoke range).

On the innovate pathway, students will complete GCSE qualifications in English, Maths and science, in smaller than average class sizes, with additional opportunities to take a range of accredited Level 1 and entry level qualifications during the course. In addition to core subjects, students will have opportunities to opt to experience targeted vocational workshops such as, health and beauty, hospitality and public services. Students will also experience PE and Citcom lessons as well as chose from 4 option choices.

Within the Innovate curriculum, students will be taught in vertical groupings based upon ability rather than chronological age. This will support enhanced progress.

This option is 'by invitation' only, and students on this route have already started studying it. The Selection of students to be invited has been given careful consideration, which key staff members meeting with students and parents during this term. Should you wish to enquire about this opportunity proactively please contact Janay Fehr [jfehr@netherhallschool.org](mailto:jfehr@netherhallschool.org)

## **EAL Support**

This is for students who do not have English as a first language. Specialist support is provided, teaching them the academic English which will allow them to access the rest of their curriculum. Students work towards an iGCSE in English as a second language by the end of the course. *Contact:*  
*Ms J Kirby*



# ENGLISH LANGUAGE

## Why this Subject?

The ability to read critically and write accurately and creatively permeates almost every job you could imagine. The ability to communicate ideas effectively through speech is also an essential skill to enable you to be successful in your life and the career path you choose. English Language GCSE will help prepare all of these skills to enable you to succeed in whichever profession you choose.

## How will you be assessed?

There will be two exams and one speaking and listening presentation for GCSE English Language.

The first exam requires you to read and answer questions on a short piece of prose fiction. The second part of the exam will require you to produce a short piece of creative writing. This exam is 1 hour and 45 minutes long.

The second exam is 2 hours long. The first hour will require you to read and respond to two unseen non-fiction texts. One will be from the 19<sup>th</sup> Century, the other will be from the 21<sup>st</sup> Century. The second part of the exam will require you to produce two pieces of extended non-fiction writing.

The speaking and listening requirement will be conducted in-class. This is a formal presentation. Whilst it does not contribute to your GCSE grade, it is an assessment that will be credited on your exam certificates.

## POST 16

### Opportunities and Careers

Being able to demonstrate good reading and writing skills will position you well for almost all post-16 courses. English Language GCSE prepares you to read and respond to texts critically and with insight.

Qualification: GCSE English Language

Awarding body: Eduqas

## What will you study?

In English language, you will develop your writing skills by developing several pieces of non-fiction, transactional writing. This might include letters, speeches or texts for leaflets. You will also develop your skills of imaginative writing as you prepare for the creative writing element of the exam.

Your reading skills will also be developed as you explore a range of unseen texts. Some of these will be non-fiction texts that you will read from both the 19<sup>th</sup> Century and the 21<sup>st</sup> Century. You will learn how to draw comparisons between texts which are thematically linked. You will also learn how to respond critically to prose fiction texts.

As part of the English Language course, you are also required to prepare and deliver a formal presentation to your class. This will enable you to develop the crucial speaking and listening skills that will be essential to your life after school.



For further information or clarification please contact Mrs Barker

[kbarker@netherhallschool.org](mailto:kbarker@netherhallschool.org)

# ENGLISH LITERATURE



Qualification: GCSE

Awarding body: Eduqas

## What will you study?

In English Literature, you will read a play by William Shakespeare, as well as prose and poetry by modern and pre-twentieth century authors. You will be assessed through final written examinations in both subjects at the end of Year 11.

There will be a mix of whole-class reading of a text as well as some opportunities to discuss extracts in more detail either as part of a small group, or individually.

For the exams, you will be required to have read and revised the texts so that you will be able to comment on them without having them in front of you. Don't worry – by the time you get to the end of the course, you will have had a chance to revise them in lots of detail.

## Why this Subject?

English Literature teaches you how to think critically and analyse the world around you. By studying English Literature, you will extend and develop your reading ability as well as exploring how texts fit into different social and historical time periods.

## How will you be assessed?

You will have two different exams for GCSE English Literature.

The first will last two hours and will cover the Shakespeare play and the anthology of poetry that you will have studied. This exam will last two hours.

The second exam will last two and a half hours and will cover the 20<sup>th</sup> Century prose or drama text you will have studied as well as the 19<sup>th</sup> Century prose text. The final question on the exam will require you to compare two poems that you have never seen before.

## POST 16

Opportunities and Careers

Studying English Literature at GCSE puts you in a really good position for lots of courses post-16. The skills of analysis and close-reading that you will learn will enable you to pursue courses that require detailed analysis and observations of texts.

For further information or clarification please contact Mrs Barker

[kbarker@netherhallschool.org](mailto:kbarker@netherhallschool.org)

# MATHEMATICS

"I enjoyed the Codes and Ciphers lesson which introduced the Enigma machine as it was challenging to crack the code".

"I thought it was a good trip, well organised and very interesting learning about the secrecy surrounding **Bletchley Park**.

Also I enjoyed seeing the room with the Bombe in"

"I was invited to attend a series of **Maths**



**Masterclasses** which ran for 5 weeks from September to October. My favourite session was when we did origami because we got to make interesting 3D shapes like cubes and 3D stars.

Then I was invited to visit the **Royal Institution in London** as a follow up to the classes. I really enjoyed it and I learnt a lot about spherical filming and modelling the melting of the ice caps at the poles.

These classes and the visit to the Royal Institution have made me like maths even more and made me understand how maths can be applied to lots of different situations."

## How will you be assessed?

You are assessed by three exams

**Paper 1 – 1 hour 30 mins exam**  
(80 marks and non-calculator)

**Paper 2 – 1 hour 30 mins exam**  
(80 marks and calculator)

**Paper 3 - 1 hour 30 mins exam**  
(80 marks and calculator)

Regular homeworks, end of topic skills checks and exams set throughout the course will help you prepare for your GCSE.

Qualification: **GCSE MATHEMATICS**

Awarding body: **AQA**

## What will you study?

- Number
- Algebra
- Ratio and proportion
- Geometry
- Probability and Statistics

## What skills does studying mathematics develop?

- Critical thinking
- Problem solving
- Analytical thinking
- Quantitative reasoning
- Ability to manipulate precise and intricate ideas
- Construct logical arguments
- Communication
- Time management
- Teamwork
- Independence

## POST 16

Opportunities and Careers

Mathematics is a powerful tool with many applications. Advanced mathematical training can lead to many career opportunities, including business, finance, medicine, engineering and basic sciences. At the same time, mathematics is a self-contained subject that is worth studying simply for its elegance.

For further information or clarification please contact Mr Parro

[dparro@netherhallschool.org](mailto:dparro@netherhallschool.org)



# SCIENCE



Qualification: GCSE (Separate Sciences or Combined Science)  
Awarding body: AQA

## What will you study?

### **Biology**

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance Variation and Evolution
- Ecology

### **Chemistry**

- Atomic Structure and the Periodic Table
- Bonding, Structure and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- Rate and Extent of Chemical Changes
- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

### **Physics**

- Energy
- Electricity
- Particle Model of Matter
- Atomic Structure
- Waves
- Forces
- Magnetism and Electromagnetism
- Space Physics (Separate Science Only)

## Why this Subject?

The Science phenomena and skills you learn about today could help you shape the world of tomorrow.

The ability to continually question the status quo, interpret a wide range of data, and evaluate the world around us are just some of the reasons why Science has a pivotal role for any type of future employment pathway you choose.

## How will you be assessed?

This will vary depending on the route taken.

### GCSE Combined Science (Double GCSE Award)

(Biology, Chemistry and Physics)

(Examined in Year 11)

Six 1 hour and 15 minute papers in total  
Higher or Foundation Tier Offered

### GCSE Separate Sciences (Triple GCSE Award)

(Biology, Chemistry and Physics)

(Examined in Year 11)

Six 1 hour and 45 minute papers in total  
Higher Tier Only

There is no coursework with either qualification. Students complete required practical activities and skills during their Science lessons, assessed externally in their public examinations at the end of Year 11.

For further information or clarification please contact Dr Wydro [bwydro@netherhallschool.org](mailto:bwydro@netherhallschool.org)

## POST 16

### Opportunities and Careers

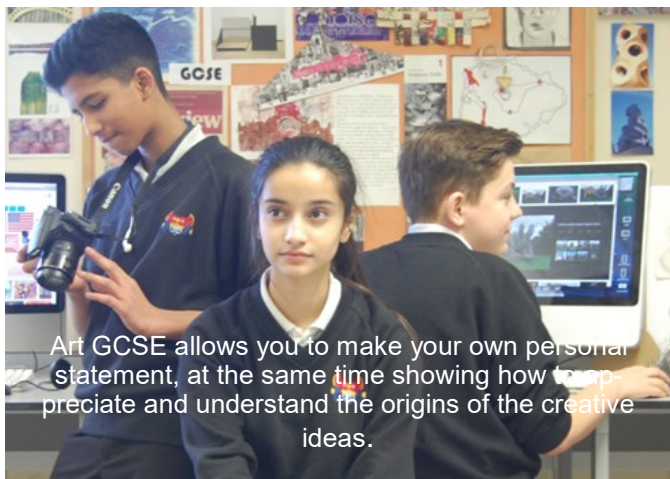
A-Level Biology, Chemistry and Physics Qualifications Offered

GCSE Separate and Combined Science route students are welcome subject to entry requirements being met. These can be found on the Netherhall Sixth Form Website.

Trips and Opportunities include:

Babraham Institute  
Addenbrooke's Hospital  
AMGEN Biotechnology Workshops  
Industry Sponsored STEM Opportunities

# ART



Art GCSE allows you to make your own personal statement, at the same time showing how to appreciate and understand the origins of the creative ideas.

We live in a visual world, forever changing in appearance. We are surrounded by art and design every minute of the day, through advertising, television, fashion, design, lifestyle, music, theatre and film.

## Why this Subject?

The Netherhall art course allows every student to find a personal style and direction to visually express their ideas and thoughts. You develop the skills to think outside the box, improve skills based with knowledge of graphic design, fine art, digital art, photography, printing, painting, drawing, design and fashion. You will analyse and experiment using art, to build your imaginative powers, understanding of the language of art. There is no revision for art exams; you are assessed on the two-year course and exam sketchpad work.

## How will you be assessed?

Pearson Edexcel GCSE(9-1) Art & Design course is two units:  
Coursework: 60%. Submitted Dec 2020.  
Exam 40%.

Your Art GCSE will start as a foundation course. In three months you will take part in tutor lead workshops that will introduce you to a full range of materials, methods and approaches. This will give you the confidence to explore and develop skills in digital and 2D forms. You are marked on your collection of research, your recording skills, understanding and analysis of your work and the work of artists. Your personal ideas, use of media and the final outcome. Through your sketchpad you visually present all your artwork, which is assessed monthly so you can clearly see your progress and your attainment at GCSE.

A01: Explore ideas. A02: Handling skills & materials  
A03: Development & recording ideas.  
A04: Creating original, skilful informed final pieces.

Qualification: GCSE (9-1) Art and Design  
Awarding body: Pearson Edexcel  
Art, Craft and Design 1ADO

## What will you study?

The GCSE follows a theme-based structure, which leads to final pieces where you have the freedom to select the style, media and interpretation.

Currently in Year 9 you are working on the theme 'Street Art' where you will present final pieces that convey your personal interpretation and creative power inspired by street art.

In Year 10 you work with a range of media through a foundation course of workshops, studying: observational drawing, digital imaging, design, painting and printing. You will be encouraged to be personal and experimental when exploring ideas, to allow you to successfully find your personal direction for a final piece. From January you will embark on your creative journey to explore and discover ways of working through studying artists and observing the world we live in to create a final piece for the year 10 exam in June.

In Year 11 the theme continues with the chance to further develop your technical skills and refine your personal direction, looking at artists and using your imagination and creative skills to visually present an exciting and original final piece.

In January of year 11 you will start a new theme for the exam unit 2, where you will produce a final piece as a 10 hour exam following 3 months of preparation.

All your work is exhibited and celebrated in the final end of year Art show.

## POST 16 Opportunities and Careers

ART is all around you and therefore influential in all careers. A world with out ART would be simply dull.

ARTIST. Animator. Window Dresser. Art Historian. Illustrator. Fashion Designer. Card Maker. Web Designer. Interior or Graphic. Marketing. Calligrapher. Printer. Fashion Designer. Make-up Artist. Illustrator, Photographer. Art curator. Magazine Publication. TV. Teacher. Theatre Set. Gallery Assistant. Technician. Therapist. Product design.

For further information or clarification please contact Mrs Olssen [jolssen@netherhallschool.org](mailto:jolssen@netherhallschool.org)

# BUSINESS

“I chose to study GCSE Business at GCSE because I am interested in starting my own business one day.”

“Business gives me the skills that employers are looking for, so I think that I will be able to compete well in the job market after University.”

“Business is everywhere. Most jobs, from a photographer to an engineer, will still need to understand how to handle finance and how to manage other people.”



## Why this Subject?

This subject tends to be popular with students who want to either learn more about how to run their own business one day or who want to learn management skills so that these can be combined with other areas of study.

## How will you be assessed?

The course is assessed by two terminal examinations that take place at the end of Year 11.

### Paper 1: Theme 1: Investigating small business

Written exam: 1 hour 45 minutes

≥ 100 marks

≥ 10% of GCSE

### Paper 2: Theme 2: Building a business

Written exam: 1 hour 45 minutes

≥ 100 marks

≥ 10% of GCSE

Qualification: GCSE Business 1BS0

Awarding body: Pearson Edexcel

## What will you study?

- Entrepreneurship
- Risk and Reward
- Finance
- Human Resources
- Marketing
- Operations Management

Students will follow two examinations.

There is no controlled assessment of coursework.

Students will typically be taught by taking notes, using real world examples, practicing and applying calculations and evaluating business situations. The department provides a folder of worksheets and assessments, prepared for the year ahead. Homework involves online tasks, via Google Classroom. This can include updating key terms, researching the latest economic figures or preparing for assessments.

In this way the students will be working on personalised learning, completing tasks prioritised to them.

## POST 16

Opportunities and Careers

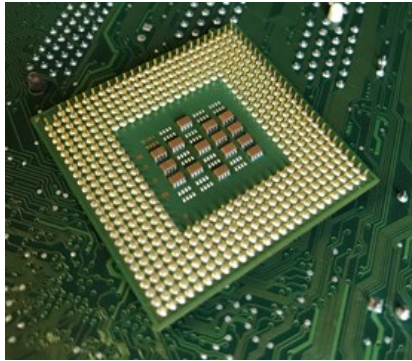
- Business is a popular choice at post 16, and at University, because the skills taught are relevant to virtually any setting where trading or commerce is involved.
- Business builds the skills of literacy, numeracy, analysis and communication
- Students who have been trained in Business typically have the kinds of transferable skills that

For further information or clarification please contact Mr Fraser [afrazer@netherhallschool.org](mailto:afrazer@netherhallschool.org)

# COMPUTER SCIENCE

*It is a really interesting challenge. Really useful as more of us are using computers.* Tiffany (Year 11)

*Computer Science is an amazing subject to take if you're interested in computer games or the inner-workings of your phone.* Thom (Year 11)



## Why this Subject?

The course will suit you if you want an interesting way to develop critical thinking, analysis and problem-solving skills which can be transferred to other subjects and even applied in day-to-day life. This is an academic GCSE, part of the English Baccalaureate (EBacc), and suitable for those students with a real enthusiasm for Computer Science, students should be working at a 4 in Maths.

## How will you be assessed?

### Exams

- Two written exams taken in the summer of year 11.
- One exam on the Computer System.
- One exam on Computational Thinking, Algorithms and Programming.
- Exams are 1 hour 30 mins and marked out of 80.

### Practical Programming

Students will be given the opportunity to undertake programming tasks during the course of study.

For further information or clarification please contact Miss Pascoe  
spascoe@netherhallschool.org

Qualification: Computer Science (9-1) - J277  
Awarding body: OCR

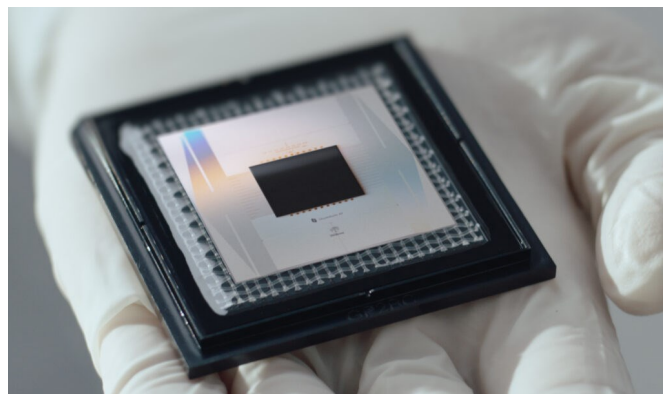
## What will you study?

- ◆ Knowledge about computer systems on which the examination will be based.
- ◆ Planning and writing algorithms
- ◆ Programming techniques
- ◆ Computational logic
- ◆ Translators and facilities of computing languages and data representation.
- ◆ Design a coded solution to a problem. Python will be the main programming code.
- ◆ Teaching will be a mix of practical programming and theory.
- ◆ Complete online course provided by the exam board for access by students.

## POST 16

Opportunities and Careers

- Engineering
- Financial
- Science and Medicine
- Gaming





# 3D DESIGN

Qualification: GCSE 3D Design

Awarding body: AQA



## What will you study?

The course starts in the first term with teacher led workshops, introducing different materials, processes including drawing, ideas generation, artist studies and evaluation and annotation techniques.

The second term introduces a the main independent project based around a title where students create a portfolio of work following the assessment objectives, exploring the theme in their own way. Students look at artists and designers and creating a sketchbook of research, observational drawings, exploration of materials, development of ideas as well as a range of ideas in 3-dimensions and developed 3d outcomes connecting to the theme.

Throughout the project students must show their creative journey, explorations, outcomes and thought process both visually and through the use of art specific vocabulary.

In December y11, students have the opportunity to create a well planned and exciting final outcome in a 10 hour practical mock exam.

In January Y11, students receive the exam paper and chose from a range of starting points to develop a project which culminates in the 10 hour practical exam.

Students can chose from a range of techniques and approaches including:

- Sculpture
- Theatre design
- Architecture design
- Furniture design
- Body adornment
- Public spaces
- Assemblage

## Why this Subject?

3D Design is an Art and Design subject that gives you the opportunity creatively express your ideas through a variety of 3 Dimensional materials and processes.

Through research and engagement with a variety of sculptors artists and designers, you will respond, explore and develop your own ideas to a range of outcomes.

Three-dimensional design is about looking, learning, thinking and communicating ideas. It inspires creative thinkers, problem solvers and people who enjoy making.

## How will you be assessed?

- 60% COMPONENT 1: Coursework (submitted December 2025)
- 40% COMPONENT 2: Exam project

Each student is assessed against the following Assessment Objectives for both Coursework and Exam projects

**A01:** Explore Artists/Designers and themes

**A02:** Handling skills & materials

**A03:** Development & recording ideas

**A04:** Final outcomes and Evaluation



## POST 16

### Opportunities and Careers

- Sculpture
- Interior Design
- Architecture
- Furniture Design
- Theatre Design
- Film and Television

For further information or clarification please contact Miss Olssen [jolssen@netherhallschool.org](mailto:jolssen@netherhallschool.org)  
[shayes@netherhallschool.org](mailto:shayes@netherhallschool.org)

# DRAMA



## Why this Subject?

Students in GCSE Drama are amongst the most expressive, creative and energetic pupils in the school. You will be willing to perform in a variety of different forms and reflect on your work in thoughtful and often insightful artistic ways. GCSE Drama offers all pupils the opportunity to engage in a subject that requires imagination and positivity.

## How will you be assessed?

**Component One (30%): Devising.** Students will create a piece of original drama, exploring 1-3 stimuli. You will perform this piece of drama and evaluate its effectiveness and reflect on the development process in a portfolio of evidence. This is an internally assessed component.

**Component Two (30%) Performance from text.** Students explore a published play in workshop sessions, before leading the rehearsal and preparation of 2 chosen extracts in performance. This live performance is assessed by an external visiting examiner.

**Component Three (40%) Theatre makers in practice.** This written examination requires pupils to complete two sections – one that reflects on the practical exploration of a set text and the other to analyse and evaluate a live theatre performance that you have attended.

For further information or clarification please contact Mr L Parry [lperry@netherhallschool.org](mailto:lperry@netherhallschool.org)

Qualification: GCSE

Awarding body: EDEXCEL

## What will you study?

### Year 10:

An initial Skills Audit, here you respond to and perform a number of short scripts and extracts from published plays.

You will also participate in a 'Dress rehearsal' of Component One and Two during the year. This will familiarise you with the process and evidence required for examination assessment.

### Year 11:

Component One is completed by December – a 10 minute original performance is created by you and a written reflection submitted for marking.

Component Two: Examined in February to March of your second year by a visiting examiner. You will perform in a group piece and also perform a monologue or duologue from a play.

Component Three: during the Summer exams you will sit a short examination that requires you to discuss a play you have performed since March as a performer, director and designer. You must also evaluate and review a play you have seen as an audience.

During Year 10 and 11 you will visit the theatre.



## POST 16

Opportunities and Careers

- A Level Drama / Performance Diploma
- Drama School applications
- Supports Media, Art and Music.

# ECONOMICS

*"Economics fits well with my GCSE courses in the English Baccalaureate."*

*"I chose Economics because I want to learn more about how the world actually works."*

*"Economics GCSE is a new course for me and I want to push myself and also learn topics that I have never seen before."*

*"Economics can be seriously good for your wealth." - Niall Ferguson*

## Why this Subject?

This subject tends to be popular with academically able students who want to either learn more about markets and trading or who want to learn more about the systems that influence all of our lives in terms of the distribution of wealth.

Economics is one of the most well-regarded subjects in the curriculum. It is challenging and yet it is also very rewarding.

Students who successfully complete this course typically find that they progress to study A Levels.

## How will you be assessed?

The course is assessed by two terminal examinations that take place at the end of Year 11.

### Paper 1: How markets work

Written exam: 1 hour 45 minutes

≥ 80 marks

≥ 80% of GCSE

### Paper 2: how the economy works

Written exam: 1 hour 45 minutes

- 80 marks
- 50% of GCSE

Students should be working at a grade 6 in Maths for this qualification.

For further information or clarification please contact Mr Fraser [afraaser@netherhallschool.org](mailto:afraaser@netherhallschool.org)

Qualification: GCSE Economics 8136

Awarding body: AQA

## What will you study?

### Economic foundations

- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure

### How the economy works:

- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets

Students will follow two examinations.

There is no controlled assessment of coursework.

Students will typically be taught using "flipped learning".

This is a method whereby students will take notes and prepare for the lesson as a part of their homework. Activities, mini-projects and real-world case studies will then be completed during the lessons. In this way the students will be working on something, and having support given to them by the teacher, with an emphasis on making progress and on personalised learning.

Some students, especially after key assessment points, will be completing different tasks compared to others at certain times of the year. Each student with have their own personal topics to revise and correct as the result of testing. We want to close any gaps that the students may have in their own learning.

## POST 16

### Opportunities and Careers

- Economics is a popular choice at post 16, and at University, because the skills taught relate to all aspects of life and to how systems are in place that influence our choices as well as the distribution of wealth.

- Economics is academically very well-regarded.



# GCSE FOOD PREPARATION AND NUTRITION

I chose to take this subject for GCSE because I love doing practical work and I want to have more practice at creating my own dishes. I enjoy carrying out experiments with food to see what happens to them.

I enjoy baking and would like to learn how to extend my skills further. I find cooking a good way to express myself and my ideas.

This course will help me to learn about different foods and how they work. This will enable me to try new practical ideas and give me life skills for the future.

## Why this Subject?

GCSE Food Preparation and Nutrition is aimed at students who have a keen interest in food, in learning and using a range of practical skills to produce a range of dishes. Students should be keen to learn and understand where food comes from, how it works and also its nutritional properties.

## How will you be assessed?

### **Component 1:**

#### **Principles of Food Preparation and Nutrition**

Externally assessed examination – 1 hour 45 mins  
50% of the total course.

### **Component 2:**

#### **Food Preparation and Nutrition in Action**

Internally assessed assignments

50% of the total course.

Assignment 1 – The Food Investigation (8 hours)

An investigation relating to the scientific principles underlying the preparation and cooking of food. (15%)

Assignment 2 - Food Preparation (12 hours)

To prepare, cook and present a menu based on an assignment released by Eduqas. (35%)

For further information or clarification please contact Mrs J Underwood [junderwood@netherhallschool.org](mailto:junderwood@netherhallschool.org)

Qualification: GCSE

Awarding body: Eduqas

## What will you study?

The main areas of study are:

**Food commodities** – demonstrating planning, preparation and cooking techniques when using a range of different foods.

**Principles of nutrition** – understand the functional properties and chemical characteristics of food and the nutritional content of foods and drinks.

**Diet and good health** - the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.

**The science of food** – focusing on the functional and nutritional properties, sensory qualities and food safety considerations when preparing, processing, storing, cooking and serving food.

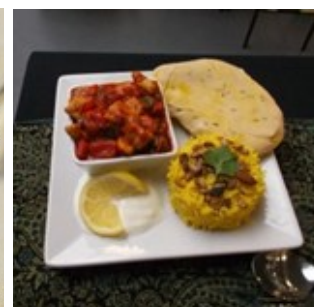
**Where food comes from** – understanding the economic, environmental, ethical and socio-cultural influences on food availability, production, diet and health choices.

**Cooking and food preparation** - explore ingredients and processes from different culinary traditions to inspire new ideas or modify existing recipes.

## POST 16

Opportunities and Careers

- Chef
- Food product development
- Sports nutritionist
- Dietician
- Teacher



# GEOGRAPHY



All students studying GCSE. Geography will have the opportunity to go on a variety of trips. There will be two compulsory fieldtrips to locations such as The Norfolk coast and an optional foreign trip.

## Why this Subject?

Geography is a useful, exciting and relevant subject. You will learn about processes and events that affect real people in Cambridge, the UK and the world - Geography is all around us.

It helps you to be aware of your surroundings and other people's viewpoints. It will help you to make important decisions in life.

Geography students have high levels of skills that employers look for - the ability to research, have opinions, make decisions, analyse information and write reports.

## How will you be assessed?

You are assessed by three exams

### **Paper 1 – 1 hour 30 mins exam**

(88 marks and worth 35% of GCSE)

### **Paper 2 – 1 hour 30 mins exam**

(88 marks and worth 35% of GCSE))

### **Paper 3 - 1 hour 15 mins exam**

(76 marks and worth 30% of GCSE)

Regular homework, end of unit tests and exams set throughout the course will help you prepare for your GCSEs

For further information or clarification please contact Mr J Hill [jhill@netherhallschool.org](mailto:jhill@netherhallschool.org)

Qualification: GCSE GEOGRAPHY

Awarding body: AQA

## What will you study?

You will study a variety of Physical, Human and Environmental Geography along with learning how to use and apply a variety of geographical and numerical skills.

### ■ **Paper 1: Living with the Physical Environment**

- Challenges of Natural Hazards (Including tectonic hazards, weather hazards and climate change)
- Physical landscapes in the UK (Including coasts and glacial landscapes)
- Living World (Ecosystems – including tropical rainforests and cold environments)

### ■ **Paper 2: Challenges in the Human Environment**

- Urban Issues and Challenges (Including urbanisation)
- Changing Economic World (Including the development gap)
- Resource Management (Including food, water and energy)

### ■ **Paper 3: Geographical Applications**

- Synoptic Issue Evaluation questions (from pre-release)
- Fieldwork Questions (Human and Physical)

## POST 16

Opportunities and Careers

### **SO MANY CAREER OPTIONS!**

Here are some ideas:

- Town Planner
- Chartered surveyor
- Police Officer
- Weather forecaster
- Conservationist
- Researcher/ Analyst
- National Park Ranger
- Estate Agent
- Travel Agent
- Teacher
- Cartographer
- Holiday Rep.

# HEALTH AND SOCIAL CARE

I chose this subject as I am considering a career in a Health related area. As this subject was not available at KS3, I thought it would be a good idea to learn something new.

(Student A)

I am interested in learning about people and how they develop over time and react to life events. I am not sure what I want to do as a career but I think that this subject could help me with my future choices.

(Student B)

When I leave school I would like a career that involves working in the community. Health and Social Care will equip me with skills and knowledge to be able to do this.



Qualification: CNAT Health & Social Care Level 1/2

Awarding body: CNAT

## What will you study?

### **Component 1 – RO32**

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

### **Component 2 – RO33**

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

### **Component 3 – RO34**

In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

## Why this Subject?

This course is for students who are interested in learning about people and how they develop and looking at a range of factors which can influence this.

Students should be keen to learn through a vocational context, considering how professionals from Health, Social Care and Early Years also have an impact on the development of the individual.

## How will you be assessed?

The course is made up of three components:

### **Component 1 – RO32 Principles of care in a health & social care setting**

This is a 2 hour externally assessed task

Tasks for Components 1 and 2 are set by the exam board

### **Component RO33 – Supporting individuals through life events**

This is an internally assessed assignment and is completed in approx. 6 hours

### **Component 3 – RO34 Creative & therapeutic activities**

This is an internally assessed assignment and is completed in approx. 6 hours

The final grading for this course can range from a Level 1 Pass through to a Level 2 Distinction\*

## POST 16

Opportunities and Careers

- Health care professions e.g. nursing, physiotherapy, midwifery, care assistants
- Social care professions e.g. youth worker, social worker, counsellor, carer in a residential home
- Early years e.g. play leader, teaching assistant

For further information or clarification please contact Miss Ollington [mollington@netherhallschool.org](mailto:mollington@netherhallschool.org)

# HISTORY

## Past Students Comments:

“History was fun and interesting” SK

“ Lessons were well taught” CB

“Lessons were interesting” CW

“I learnt lots of skills about arguing that

have helped

me in my A level studies” JT

(GCSE students)



## Why this Subject?

History is an interesting and relevant subject that gives an understanding of how our world of the 21<sup>st</sup> century has come to be as it is. Through studying History pupils develop a wide range of skills: the ability to assess evidence; to evaluate arguments; to express their own ideas clearly and to understand how people and societies changed over time. These are valuable skills in themselves and relevant to many different careers and courses.

## How will you be assessed?

Assessment in this new GCSE will be by two examinations at the end of year 11. The exams are each 2 hours long.

### **Paper 1 “Understanding the Modern World” (50%)**

In this exam pupils will answer a mixture of knowledge and source based questions on Germany in Section A and International relations in Section B.

### **Paper 2 “Shaping the Nation”( 50%)**

In this exam pupils will answer a mixture of knowledge and source based questions on Change in Medicine in Section A and the Norman Conquest in Section B.

For further information or clarification please contact Mr Mather [gmather@netherhallschool.org](mailto:gmather@netherhallschool.org)

Qualification: GCSE

Awarding body: AQA

## What will you study?

The course uses a wide variety of teaching methods: group work, role-play and discussion. Students are encouraged to ask questions. You will study the new AQA History GCSE. The first two areas of study are based around the theme “Understanding the Modern World”

- Germany, 1890-1945: Democracy and Dictatorship.
- International History: Conflict and Tension 1919-1939

The second two areas of study are based around the theme “Shaping the Nation” where pupils focus more on long term causes of change in Britain.

- Britain: health and the people c.1340-1990
- A British depth study: Norman England, 1066-c1100

Throughout the course pupils will be set a variety of tasks designed to develop the skills needed in the exams.

Both exams are in Summer of Year 11

## POST 16

Opportunities and Careers

History is good subject to study if you are considering any career. It is however particularly relevant for careers in:

Law, Journalism, Publishing / Marketing, Politics, Advertising, Teaching, Research / Analysis, Archaeology, Museum Work and Media work.



# LANGUAGES: FRENCH AND GERMAN

## Quotes from Year 10 students:

"We learn languages in a fun and positive way"

"Language lessons are more interactive than other lessons"

"A language is a great skill to have"

"The teachers are approachable and everyone is motivated to learn"

## Why this Subject?

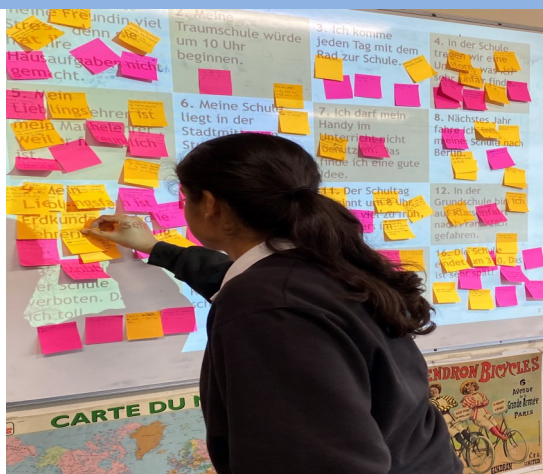
Learning a language is a fantastic way of extending your learning and understanding different cultures. It is also a great means of keeping breadth in your learning at GCSE.

Pupils develop their listening, speaking, reading and writing skills; all of which carry equal value at GCSE. They engage in topics relevant to their own lives as well as what is happening in the world today.

"Knowledge of languages is the doorway to wisdom."  
**Roger Bacon**

## How will you be assessed?

- Pupils will have 4 exams with equal weighting.
- The 4 skills are listening – speaking – reading – writing.
- All exams are at the end of the course, from memory.
- The speaking exam will be with the class teacher after Easter in Year 11.
- The listening, reading, writing exams will be in May/June.
- The course is topic-based but emphasises all 4 skills.
- We use the excellent Pearson GCSE textbook with lots of online materials.



Qualification: GCSE

Awarding body: AQA

## What will you study?

### Topics:

- ÷ Family and friends
- ÷ Local area
- ÷ School life
- ÷ Entertainment
- ÷ Work
- ÷ Holidays

Underlying these topics is the essential skill of communication in the form of listening – speaking – reading – writing. This is an excellent preparation for future work in any area.

In class we have a mixture of class teaching, interactive and independent work.

The emphasis is on skills practice and developing detailed, developed and complex pieces of work building on previous learning.

Lessons are interactive, fun and challenging, forged in a really positive atmosphere

## POST 16

### Opportunities and Careers

Languages offer great and varied opportunities post 16, not just for continuing with French or German at A level but having the possibility of starting a new language at university (with the potential for spending a year abroad), or working and travelling abroad

For further information or clarification please contact Mrs Pagoni [kpagoni@netherhallschool.org](mailto:kpagoni@netherhallschool.org)

# CAMBRIDGE NATIONAL IN CREATIVE IMEDIA



CNAT Creative iMedia will inspire and equip you with the confidence to use skills that are relevant to the digital media sector and the wider industry.

It is a vocational qualification and contains both practical and theoretical elements.

## Why this Subject?

The course will suit you if you want an interesting way to develop a range of skills to help you succeed not only in the workplace but in other subjects too.

These skills include:

- Analytical skills
- Creative thinking
- Digital presentation
- Problem solving
- Research and planning

No matter what you progress on to - the skills you'll learn will prepare you for the future.

## How will you be assessed?

**Exam** : Creative iMedia in the media industry(90 minutes)

### Centre assessed task 1:

Visual identity and digital graphics  
(10-12 hours)

### Centre assessed task 2: (10-12 hours)

This will be on visual imaging.

Centre assessed tasks are set by OCR.

Qualification: Cambridge National in Creative  
iMedia  
Awarding body: OCR

## What will you study?

You will study creative and practical theory over two year course

- How media products get their meaning across, create impact and appeal to a range of people
- How to create original digital graphics for specific audiences
- Designing and creating original characters and comics
- How to plan and create animations with audio
- Creating, testing and making playable digital games

## Facilities

Netherhall has a multi-camera TV studio and a complete green screen area for special effects filming.

We use industry standard software such as Adobe Creative Suite package (Photoshop, Illustrator etc.) as well as online versions such as pixlr. Students will have access to the software to use at home as well as in school through their school email accounts.

## POST 16

### Opportunities and Careers

- A Levels, CTEC in Creative Media
- Media-based apprenticeships
- Employment such as a games developer, comic book writer, graphic designer
- University

For further information or clarification please contact Mr Arroyo [jarroyo@netherhallschool.org](mailto:jarroyo@netherhallschool.org)

# MUSIC



Qualification: GCSE Music

Awarding body: OCR

## What will you study?

1. Performing
2. Composing
3. Listening and appraising:
  - The concerto through time
  - Rhythms of the world
  - Film and Game music
  - Pop music



## Why this Subject?

Do you:

- Enjoy singing or playing an instrument?
- Composing Music?
- Listening to various styles of Music?

If you have answered yes to the above questions, then Music GCSE is for you.

## How will you be assessed?

1. Integrated portfolio (30%) Non-exam assessment:

- Performance on student's chosen instrument/voice
- Composition to a brief set by the student.

2. Practical Component (30%) Non-exam assessment:

- Ensemble performance
- Composition in response to an OCR brief

3. Listening and appraising (40%) Exam:

- A written paper, with CD
- Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.

## POST 16

Opportunities and Careers

Some of the post 16 courses available are:

- A level Music Technology
- A Level Music
- B Tech Music
- B Tech Performing Arts
- Diploma in Musical Theatre
- Diploma in Music
- Degree in Music
- Degree in Music Technology

For further information or clarification please contact Mrs Snow [esnow@netherhallschool.org](mailto:esnow@netherhallschool.org)

# PE GCSE

## Why this Subject?

Is this subject for me? If you have a positive response to the following statements a PE course could be for you.

- I enjoy physical activity and sports and take part regularly.
- I am keen to learn about a whole range of different topics surrounding sports, health, fitness and exercise.
- I enjoy learning about the human body and I am interested in developing my knowledge of the anatomy and physiology.
- The psychology, contemporary issues and history of sport sound interesting.

## How will you be assessed?

### GCSE

- The theory element of the course constitutes 60% of the overall GCSE and is assessed via two external examinations.
- The practical performance element of the course is internally assessed and externally moderated. Students have to perform in 3 sports (2 team and 1 individual or vice versa); demonstrating a wide range of core and advanced skills, tactics and strategies in competitive situations. Each sport is scored out of 20, each with an overall weighting of 10%.

The full specification and other teaching resources can be found at [www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/](http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/)

### Post 16

A-Level PE, Btec Sport Level 3.

#### Careers:

PE Teacher, Sports Coach, Physiotherapist, Sports Scientist, Sports Analyst, Sports Journalist, Armed Forces, Nutritionist, Sports Event Management, Professional Sports performer.

Qualification: Physical Education 9-1/Level 2 First Award in Sport  
Awarding body: OCR

## What will you study?

### GCSE:

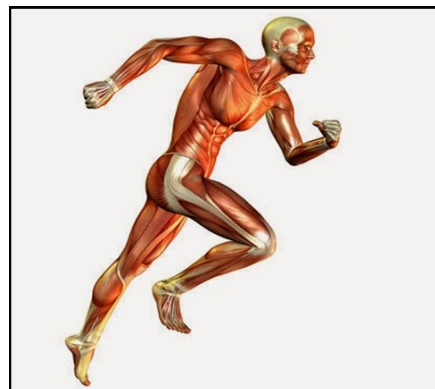
Pupils in years 10 and 11 follow the OCR 9-1 (J587) specification. Students have 3 classroom based theory lessons and 2 practical based lessons on a fortnight cycle.

Topic areas covered include;

- \* Applied anatomy & physiology
- \* Physical training
- \* Socio-cultural influences
- \* Sport psychology
- \* Health, Fitness & well-being.

This course is largely theory based, with most of students marks coming from the 2 exams sat at the end of year 11. Also, students must have three practical sports they compete in to achieve a high practical mark. Previous years students who only compete in one sport outside of school have struggled to gain the higher grades.

Much of the theory based topics are linked to human biology, students will study anatomy and physiology at the beginning of year 10 and will also study similar in the biology science lessons.



'I have really enjoyed all aspects of the GCSE PE course, I specifically liked learning about the Sport Psychology topic. Next year I want to study A-Level Psychology and A-Level

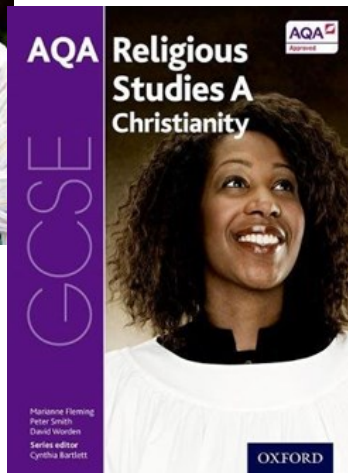
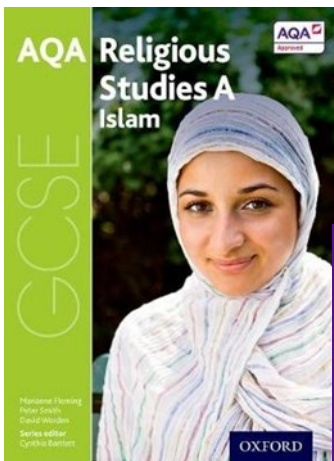
PE. In the future I hope to be a Sports Psychologist and work with professional athletes.'

GCSE Student

For further information or clarification please contact Miss Bygraves [mbygraves@netherhallschool.org](mailto:mbygraves@netherhallschool.org)



# GCSE RELIGIOUS STUDIES



Qualification: GCSE Religious Studies  
Awarding body: AQA

## What will you study?

### Component 1: Study of religions, beliefs, teachings and practices

Christian and Muslim beliefs, teachings, practices, sources of authority and forms of expression in relation to four topics:

- ÷ Key beliefs
- ÷ Wisdom and authority
- ÷ Worship
- ÷ Duties and festivals

### Component 2: Themes

A study of the four themes below in relation to Christianity and Islam:

- ÷ Relationships and families
- ÷ Religion, peace and conflict
- ÷ Religion, crime and punishment
- ÷ Religion, human rights and social justice

You do not have to have religious beliefs to do well in Religion, Philosophy & Ethics. You will need to study what religious people say but you will also need to evaluate and analyse religious ideas often using non-religious perspectives.

## Why this Subject?

Religion, Philosophy & Ethics is primarily about the ultimate questions of life and understanding the diversity of people's cultures and beliefs in the world.

## How will you be assessed?

This specification is taken over two years.

This is a linear qualification. In order to achieve the award, students must complete two exam papers at the end of the year. There is no course work required.

You will study the following faiths:

Δ Christianity

Δ Islam

You will discover lots about the faiths as a whole but also how followers of these faiths think and feel about issues like contraception, marriage, war and capital punishment.

For further information or clarification please contact Mr K Abbas

kabbas@netherhallschool.org

## POST 16

Opportunities and Careers

GCSE Religious Studies is held in high regard by the uniformed services as it cover ethical issues. It reaches you about different aspects of human life; politics, science, literature, art, law and economics all of which religion shapes.

Also it can lead to a place on the A Level Religious Studies course and college courses.